

BRIEF SUMMARIES OF OTHER RELEVANT APPLICATIONS

The following section provides examples of other relevant practices that were submitted in response to the 2021 CoE Best Practice Programme in Promoting Academic Integrity. These practices are briefly described in alphabetical order by the name of the institution.

ADA University (Azerbaijan) is noted for initiating new approaches to ensure academic integrity in remote instruction during the COVID-19 pandemic. The faculty proposed adjustments to existing policies, asked the University to provide appropriate technological and pedagogical tools, and revised online exam policies. For example, a Forgiveness Policy was added to the Honour Code (to which both students and faculty publicly pledge not to lie, cheat, plagiarise or discriminate, or help others who violate these principles) to reduce the punishment when a freshman in their first semester commits an integrity violation. As another example, the University adopted Respondus Lockdown and Monitor, and incorporated many other useful LMS prevention techniques, to protect assessment integrity.

Andrássy University Budapest (Hungary) is noted for its creation of The Language and Spelling Check Service to support students, whose first language is not German. In a 30-minute feedback discussion with a proof-reader, the student learns about errors in their writing. The aim is not to simply correct papers, but to review sections of draft text so that students learn about standards for writing with integrity. The ICAI values were integrated into the programme in several ways: honesty (errors in the text or passages that would constitute an academic breach are directly named and addressed by the proof-readers); fairness (proof-readers work objectively, without deviating from a set principle in their work and without anyone being favoured or disfavoured); responsibility (if plagiarism or any academic breach is found, students will be held accountable for it); trustworthiness (the programme places great importance on the selection of the proof-readers to ensure that they are able to provide the best possible support to students); and courage (the proof-readers communicate to the responsible person if they find academic breaches by the students).

Carinthia University of Applied Sciences (Austria) is noted for its creation of “Understanding legal aspects in education: A guide for teaching staff and students” in response to the emergency remote instruction required as a result of the COVID-19 pandemic. Remote instruction placed a huge spotlight on the legal aspects in education, especially in terms of online instruction and the implementation of digital tools, and it was determined that staff needed support regarding legal aspects in (digital) education. So, the University organised several online workshops (on topics such as copyright law, plagiarism, Data Privacy Law, screen management), provided recommendations for administering online exams (aiming to protect student privacy), and created a team (“AG Online”) consisting of experts from all schools and essential service departments (e.g., the Legal Department, the Chief Digital Office and the Centre for Teaching and Learning) to discuss and solve common challenges such as how to proctor online exams.

Catholic University of Croatia (Croatia) is noted for its efforts to reduce plagiarism in final assessments. Their antiplagiarism procedure is part of the University’s policy of academic integrity promotion, aiming to help students embed academic integrity values (honesty, trust, fairness, respect, responsibility and courage) in their graduate theses. Students can submit their graduate thesis to the antiplagiarism procedure, where the entire thesis is checked for plagiarism. After the analysis, the student can work on the thesis and make corrections, meaning this practice has a formative element. After the corrections, another analysis is performed, and the process is repeated until plagiarism is (hopefully) no longer an issue.

As a final check prior to publishing, each thesis is evaluated by the mentor and the department’s scientific board and, if necessary, sent to the department’s ethical committee for further evaluation. If there are serious ethical and research integrity concerns, the thesis is forwarded to the University research ethics committee (REC) to ensure the quality and integrity of all cumulative work submitted for degree conferral.